

ATTITUDE OF STUDENT TEACHERS TOWARDS USING GRAMMAR GAMES FOR TEACHING ENGLISH

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ABSTRACT

This article deals with the analysis of attitude of student teachers towards using the grammar games for teaching English. Using the conventional method of teaching, the teaching learning process, especially for English language, is not interesting for the students and the English language teachers, which in turn, the achievement in English of the students may also be severely affected. Realizing this fact, being the teacher educator of English optional, the investigator made an attempt to measure the attitude of student teachers towards using grammar games for teaching English. Using a self-made tool, the investigator collected data from the student teachers in Tirunelveli district and analyse the data with the help of Mean, SD and 't' test. The results of the study indicated that majority of the student teachers have a favourable attitude towards the using grammar games for teaching English at the secondary level. Moreover, the female student teachers are found to be more favourable towards using grammar games than their male counterparts. Similarly, the UG qualified student teachers are more favourable regarding using the grammar games than the PG student teachers.

Key Words: Grammar Games, Teaching English, Attitude of Student Teachers, Grammar Games in Teaching, Using Games for English Teaching

INTRODUCTION

Language is one of the unique possessions of a man. It is a door through which a child contemplates the past, grasps the present and approaches the future. It distinguishes man from the rest of the entire animal kingdom. The successful usage of a language makes an individual successful personality in life, by developing cognitive, affective and psychomotor aspects. Thus it becomes imperative that all children are taught to learn not only mother tongue but also other proven languages like English and teachers are trained in teaching of English. Diane Larsen Freeman (2004) says, "When teachers are exposed to methods and asked to reflect on their principles and actively engage with their techniques, they can become clearer about why they do what they do".

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Significance of The Study

One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition, English has today become one of the major languages of the world, and the Indians can neglect its study at the risk of loss to themselves. For teaching English as a second language, the curriculum designers make use of prose, poetry, grammar, composition and supplementary readers to enable the learners in the gaining mastery over the communicative competencies in English. Among these contents, grammar is the foundation and plays a vital role in English teaching and yet teaching of grammar has never been an easy for teachers as Mario Rinvolucri and Paul Davis (2008) affirms, "Teaching the grammar of English is not simply a question of handing our clear, linguistic information to the learners" rather the success lies in using it with perfection in oral and written day-to-day communications. Without the knowledge and its application of grammar, no teacher can be effective, which in turn, it would affect the teaching-learning process.

At present, the teachers handling English and the students learning English tend to think grammar as a difficult subject, because of its intricacies and complexities involved. In this context, teaching of grammar is made interesting and effective through the use of grammar games. Andrew Wright et. al. (2010) defines the term 'game' to mean an activity in which the learners play and usually interact with others. The various grammar games in usage are categorized into cooperative, competitive and communicative games. The researcher has strongly opined that the English teachers and the would be teachers should be trained to use the grammar games for grammar teaching more pleasurable and meaningful. Being the teacher educator, the investigator has made a variety of discussions with the student teachers regarding the use of grammar games, based on which, he is of the opinion that they do not have much exposure to grammar games. Hence the study of attitude of student teachers towards using grammar games for teaching English is the need of the hour.

STATEMENT OF THE PROBLEM

ATTITUDE OF STUDENT TEACHERS TOWARDS USING GRAMMAR GAMES FOR TEACHING ENGLISH

OPERATIONAL DEFINITIONS

Attitude

The investigator means a hypothetical construct that represents an individual's degree of like or dislike an item. Attitudes are generally positive or negative views of a person, place, thing or event - this is often referred to as the attitude object.

Student Teachers

By 'student teachers', the investigator means the students doing their B.Ed. degree course in Colleges of Education in Tirunelveli District.

Grammar Games

By 'Grammar Games', the investigator means the activities or games provided to the students while they learn grammar in the English class.

Teaching English

It refers to teaching of English in schools in a formal leaning classroom.

Objectives

1. To find the nature of attitude of student teachers towards grammar games in Teaching English.

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2. To find the nature of attitude of student teachers towards grammar games in Teaching English with regard to gender, educational qualification, optional subject and type of management.
3. To find the significance of difference in the attitude of student teachers towards grammar games in Teaching English with regard to gender, educational qualification, optional subject and type of management.

Null Hypotheses

1. There is no significant difference in the attitude of student teachers towards grammar games in Teaching English with regard to gender.
2. There is no significant difference in the attitude of student teachers towards grammar games in Teaching English with regard to educational qualification.
3. There is no significant difference in the nature of attitude of student teachers towards grammar games in Teaching English with regard to optional subject.
4. There is no significant difference in the nature of attitude of student teachers towards grammar games in Teaching English with regard to type of management.

METHOD USED

The investigator used survey method for the present study. The population of the present study is all the student teachers doing their B.Ed. degree course in the Colleges of Education in Tirunelveli District. From the population, the investigator selected 250 student teachers using simple random sampling technique as the sample of the study. The investigator prepared and validated an attitude scale for measuring the attitude of student teachers towards using grammar games for teaching English. For analyzing data Mean, Standard Deviation and 't' Test were used as the statistical techniques.

Analysis Of Data

1. To find the nature of attitude of student teachers towards grammar games in Teaching English.

Table 1: Nature of Attitude of Student Teachers towards Grammar Games in Teaching English

Variable	Negative		Neutral		Positive	
	N	%	N	%	N	%
Attitude towards Grammar Games in Teaching English	70	23.33	125	41.67	105	35.00

From the above table, it is found that 23.33% of student teachers have negative attitude, 41.67% of them have neutral attitude and 35% of them have positive attitude towards grammar games in teaching English.

2. To find the nature of attitude of student teachers towards grammar games in Teaching English with regard to gender.

Table 2: Nature of Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Gender

Gender	Negative		Neutral		Positive	
	N	%	N	%	N	%
Male	41	25.15	66	40.49	56	34.36
Female	29	21.17	59	43.07	49	35.77

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From the above table, it is found that 25.15% of male student teachers have negative attitude, 40.49% of them have neutral attitude and 34.36% of them have positive attitude towards grammar games in teaching English. Among the female student teachers, 21.17% of them have negative attitude, 43.07% of them have neutral attitude and 35.77% of them have positive attitude towards grammar games in teaching English.

3. There is no significant difference in the attitude of student teachers towards grammar games in Teaching English with regard to gender.

Table 3: Difference in Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Gender

Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Male	163	74.91	11.82	2.69	1.96	S
Female	137	78.90	13.53			

From the above table, it is found that the calculated 't' value (2.69) is greater than the table value (1.96) for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. The female student teachers have more positive attitude than the male student teachers.

4. To find the nature of attitude of student teachers towards grammar games in Teaching English with regard to educational qualification.

Table 4: Nature of Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Educational Qualification

Educational Qualification	Negative		Neutral		Positive	
	N	%	N	%	N	%
UG	12	10.43	54	46.96	49	42.61
PG	58	31.35	71	38.38	56	30.27

It is found from the above table that 10.43% of the student teachers with UG qualification have negative attitude, 46.96% of them have neutral attitude and 42.61% of them have positive attitude towards grammar games in teaching English.

Among the student teachers with PG qualification, 31.35% of them have negative attitude, 38.38% of them have neutral attitude and 30.27% of them have positive attitude towards grammar games in teaching English.

5. There is no significant difference in the attitude of student teachers towards grammar games in Teaching English with regard to educational qualification.

Table 5: Difference in Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Educational Qualification

Educational Qualification	N	Mean	SD	Calculated 't' Value	Table Value	Remark
UG	115	79.87	12.41	3.43	1.96	S
PG	185	74.78	12.62			

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From the above table, it is found that the calculated 't' value (3.43) is greater than the table value (1.96) for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. The student teachers with UG qualification have more positive attitude than the student teachers with PG qualification.

6. To find the nature of attitude of student teachers towards grammar games in Teaching English with regard to optional subject.

Table 6: Nature of Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Optional Subject

Optional Subject	Negative		Neutral		Positive	
	N	%	N	%	N	%
English	2	1.80	24	21.62	85	76.58
Non-English	68	35.98	101	53.44	20	10.58

It is inferred from the above table that 1.80% of the student teachers who have English as one of their optional subject have negative attitude, 21.62% of them have neutral attitude and 76.58% of them have positive attitude towards grammar games in teaching English.

Among the student teachers who not have English as one of their optional subject, 35.98% of them have negative attitude, 53.44% of them have neutral attitude and 10.58% of them have positive attitude towards grammar games in teaching English.

7. There is no significant difference in the nature of attitude of student teachers towards grammar games in Teaching English with regard to optional subject.

Table 7: Difference in Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Optional Subject

Optional Subject	N	Mean	SD	Calculated 't' Value	Table Value	Remark
English	111	86.55	9.67	12.96	1.96	S
Non-English	189	70.97	10.68			

From the above table, it is found that the calculated 't' value (12.96) is greater than the table value (1.96) for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. The student teachers who have English as one of their optional subject have more positive attitude than their counterparts.

8. To find the nature of attitude of student teachers towards grammar games in Teaching English with regard to type of management.

Table 8: Nature of Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Type of Management

Type of Management	Negative		Neutral		Positive	
	N	%	N	%	N	%
Aided	21	10.50	96	48.00	83	41.50
Self-financed	49	49.00	29	29.00	22	22.00

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From the above table, it is found that 10.50% of the student teachers studying in aided colleges have negative attitude, 48% of them have neutral attitude and 41.50% of them have positive attitude towards grammar games in teaching English.

Among the student teachers studying in self-financed colleges, 49% of them have negative attitude, 22% of them have neutral attitude and 22% of them have positive attitude towards grammar games in teaching English.

9. There is no significant difference in the nature of attitude of student teachers towards grammar games in Teaching English with regard to type of management.

Table 9: Difference in Attitude of Student Teachers towards Grammar Games in Teaching English with regard to Type of Management

Type of Management	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Aided	200	80.19	12.34	7.52	1.96	S
Self-financed	100	69.83	10.66			

From the above table, it is found that the calculated 't' value (7.52) is greater than the table value (1.96) for 298 degrees of freedom at 5% level of significance. Hence, the null hypothesis is rejected. The student teachers studying in aided Colleges of Education have more positive attitude than the student teachers studying in self-financed Colleges of Education.

FINDINGS

- 23.33% of student teachers have negative attitude, 41.67% of them have neutral attitude and 35% of them have positive attitude towards grammar games in teaching English.
- 25.15% of male student teachers have negative attitude, 40.49% of them have neutral attitude and 34.36% of them have positive attitude towards grammar games in teaching English. Among the female student teachers, 21.17% of them have negative attitude, 43.07% of them have neutral attitude and 35.77% of them have positive attitude towards grammar games in teaching English.
- Significant difference is found between the male and female student teachers in their attitude towards using grammar games for teaching English. The female student teachers have more positive attitude than the male student teachers.
- 10.43% of the student teachers with UG qualification have negative attitude, 46.96% of them have neutral attitude and 42.61% of them have positive attitude towards grammar games in teaching English. Among the student teachers with PG qualification, 31.35% of them have negative attitude, 38.38% of them have neutral attitude and 30.27% of them have positive attitude towards grammar games in teaching English.
- Significant difference is found between the UG and PG qualified student teachers in their attitude towards using grammar games for teaching English. The student teachers with UG qualification have more positive attitude than the student teachers with PG qualification.
- 1.80% of the student teachers who have English as one of their optional subject have negative attitude, 21.62% of them have neutral attitude and 76.58% of them have positive attitude towards grammar games in teaching English. Among the student teachers who have other optional subjects, 35.98% of them have negative attitude, 53.44% of them have neutral attitude and 10.58% of them have positive attitude towards grammar games in teaching English.

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- Significant difference is found between the student teachers of English optional and Non-English optional in their attitude towards using grammar games for teaching English. The student teachers who have English as one of their optional subject have more positive attitude than their counterparts.
- 10.50% of the student teachers studying in aided colleges have negative attitude, 48% of them have neutral attitude and 41.50% of them have positive attitude towards grammar games in teaching English. Among the student teachers studying in self-financed colleges, 49% of them have negative attitude, 29% of them have neutral attitude and 22% of them have positive attitude towards grammar games in teaching English.
- Significant difference is found between the student teachers of aided and self-financed colleges in their attitude towards using grammar games for teaching English. The student teachers studying in aided colleges have more positive attitude than the student teachers studying in self-financed colleges.

CONCLUSION

Based on the findings drawn analysis, it is concluded that the highest number of student teachers have a neutral attitude towards using grammar games in teaching of grammar. This implies that they are not for or against grammar games, exhibiting their lack of awareness, and hence proper orientation, exposure, training and assistance could be given to use grammar games that would make learning grammar student friendly. Next comes the higher level of student teachers who have a positive attitude towards grammar games, a welcoming sign, and these teachers should be further encouraged and even this segment of student teachers could serve as a motivational factor for those teachers who have a negative attitude. The least and the last group of small number of student teachers have a negative attitude towards grammar games and a study could be taken up to find out why they have developed a negative attitude and based on their proper guidance and convincing reasons could be given to develop a positive attitude and use grammar games for adopting a joyful grammar learning atmosphere. Implementing this research based finding would indeed a catalyst to step ahead in academic advancement in English for "the knowledge of English was and is necessary for the economic, scientific, technological and literary progress of India" (S.K.Verma and Krishnaswamy, 1989) and the Indian citizens.

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